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ARTS IN SCHOOLS

STATE BY STATE

Music Educators National Conference, 1985

Daniel V. Steinel

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Introduction

This book seeks to describe some conditions of arts education in the United States. In a previous book, Music and Music Education: Data and Information, Music Educators National Conference (MENC) began the collection of information about music and arts education by compiling nationally collected data. This book contains additional information collected and compiled directly from the state education agencies.

The "Reaching the MENC Goals for 1990" section was supplied by Jeanne Moore, president of National Council of State Supervisors of Music (NCSSM) and state music coordinator for West Virginia. This NCSSM project was undertaken in response to a request from Paul Lehman, MENC President, for information on the status of these goals in each state. This information was collected to establish some baseline data.

Information in the "State by State" section was collected by MENC from state music supervisors who are both MENC and NCSSM members and arts education contact persons in state education agencies. States were asked to supply arts information for student enrollments and the numbers of specialists, copies of state curriculum guidelines or goals and objectives, and state regulations for high school graduation, required courses, and elective courses.

All states were able to supply information about state regulations, although some indicated only that they have no regulations for arts education. Some states leave all or most of the control of education at the local level and often were unable to supply the additional information requested. Some states having few state regulations still supplied curriculum guidelines and goals and objectives materials. States were least able to supply enrollment and teacher counts. In fact, so few states were able to supply enrollments in the arts that enrollment information has not been included in this book.

While most states could supply some counts for arts teachers, it was difficult for others. This was especially true for dance and drama teachers, who often teach and are listed in other subjects areas when counts of teachers are taken. Many drama teachers are English/language arts teachers. Most dance is taught by physical education teachers, even in states that have teaching certificates available in dance. Comparisons between states are also difficult. Most states reported "head counts," the number of teachers teaching at least one course in a particular art subject. Some states reported "full-time equivalent" teacher counts computed by totaling the fractional part of each teacher's time spent teaching a particular subject area.

Some states were able to provide counts for the levels of elementary, middle, and secondary schools. These are often reported without totals for subject areas because many teachers teach at more than one level and are counted at multiple levels. States that reported "full-time equivalent" teacher counts were more likely to also give total counts.

Listings of curriculum materials are included to aid in finding examples to use as guides when developing or refining curricula or goals and objectives. Synopses of the these materials are provided for those states that supplied copies of the materials to MENC.

The National Center for Education Statistics count of teachers in each state (Table 2) has been included to help put the arts teacher counts (Table 3) in some context. No total for the United States is given for the arts teacher counts because of the large number of "NA" (not available) responses and the mixture of "head" and "full-time equivalent" counts.

Reaching the MENC Goals

A Report from the National Council of State Supervisors of Music

Highlights of the National Council of State Supervisors of Music Survey

In July of 1984, the National Executive Board of the Music Educators National Conference adopted three goals for the organization:

1. By 1990, every student, K-12, shall have access to music education in school.

2. By 1990, every high school shall require at least one Carnegie unit of credit in the arts for graduation.

3. By 1990, every college and university shall require at least one Carnegie unit of credit in the arts for admission.

The following October, Paul Lehman, president of MENC, sent a memorandum to members of the National Assembly requesting information regarding progress within the states toward meeting the three MENC goals. In response to this request, the National Council of State Supervisors of Music (NCSSM) volunteered to collect and compile information for MENC regarding the present status of the three goals. The information collected is presented in Table 1, which follows this report. However, several highlights from the data warrant special comment or discussion.

Goal 1

Thirty-seven states and the District of Columbia have a law or state board policy regarding the teaching of music in the elementary schools. Only in Alaska, Colorado, Illinois, Kansas, Maine, Massachusetts, Michigan, Mississippi, New Hampshire, New Jersey, Oklahoma, and Rhode Island is the elementary music program controlled entirely at the local school district level. However, New Hampshire reports that local regulations require that all students in grades kindergarten through eight receive instruction in music.

In twenty eight states and the District of Columbia, the law or policy specifically requires the teaching of music in certain elementary grades. Seven states have laws or policies requiring that music be "offered" in the schools. Indiana and Utah report laws and policies requiring the teaching of "fine arts" in the elementary schools. The New Mexico policy requires the "fine arts" to be "part of every student's program" in kindergarten through twelfth grade. Local district regulations in eighty two of the eighty eight New Mexico school districts require that music be taught in the elementary schools.

A number of states in which music is required by law or policy lack an adequate monitoring system to determine the actual implementation of state regulations. This appears to be the case in Arkansas, Hawaii, Kentucky, and Virginia.

Goal 2

Although an August 1984 report, "Minimum High School Graduation Course Requirements in the States," by the Education Commission of the States shows that only Colorado and Wyoming do not have graduation requirements mandated by law or policy, thirteen states responding to the NCSSM survey reported that their graduation requirements are strictly a matter of local control. It is possible that a number of state music supervisors misunderstood the question; this would explain the disparity between the two reports.

Eighteen states have laws or state board policies including the arts in some manner within the graduation requirements. Among them, New York requires 1 unit in the arts for high school graduation, Utah requires 1 1/2 units and Wyoming requires 2 units. Maine will, by 1988, implement a new law and policy requiring 1 unit selected from art, music, forensics or drama for high school graduation. Vermont has recently adopted a similar law and policy that will be phased in over a period of five to seven years.

Pennsylvania requires 2 courses in the arts or humanities for graduation. In seven other states there is a 1 or 2 unit requirement to be selected from a group of subjects, includes the arts along with such other courses as foreign languages, vocational education, practical arts, or applied arts.

Three states--Arkansas, Florida, and New Hampshire--have graduation requirements that specify each student must complete 1/2 unit in the arts. In 1988, South Dakota will implement the same requirements. Rhode Island currently has this requirement, but only for college-bound students.

Goal 3

Only New Mexico and Wyoming reported the existence of laws or policies requiring a unit in the arts for college admission. In New Mexico college admission and high school graduation requirements are the same: both require a course chosen from the practical or performing arts.

An Idaho commission has recently recommended to the State Board of Education the adoption of new college admission standards. These recommended standards include 4 units to be selected from fine arts, humanities, and foreign languages.

With the exception of colleges and universities in New Mexico and Wyoming, state supervisors of music identified only twelve institutions of higher education that require 1 unit in the arts for admission.

The information collected in the NCSSM survey suggests that MENC is well on the way to achieving its first goal, that progress is being made in terms of the second goal, and that there is much yet to be done to accomplish the third goal.

Methodology

The NCSSM undertook this project in order to provide MENC with preliminary data concerning music education in the fifty states upon which progress toward the three goals may be measured.

A brief questionnaire was designed and sent to the MENC president and staff for approval. The sixteen-item questionnaire was mailed on December 14, 1984, to all members of NCSSM or the National Assembly of State Supervisors of Music. On the same date, questionnaires were mailed to contact persons in Alaska, California, Colorado, North Dakota, South Dakota, Guam, and Puerto Rico--states and territories that do not have music supervisors. In addition, questionnaires were sent to the state superintendents of Massachusetts and New Jersey. A second letter and questionnaire were sent on January 11, 1985, to those who had not yet responded. Telephone calls to ten states were made between January 28 and February 5. In this manner, responses from all fifty states and the District of Columbia were collected. None of the territories to which questionnaires were sent have responded.

Jeanne Moore, president, - National Council of State Supervisors of Music, and coordinator of music for West Virginia

Table 1. Status of MENC goals

State	GOAL 1: By 1990, every student, K-12, shall have access to music instruction in school.						GOAL 2: By 1990, every high school shall require at least one Carnegie unit of credit in the arts for graduation.				
	Grades in which music is required	Required by state law	Required by state board policy/ mandate	Matter of local control	Number of local districts in the state	Number of local elementary districts having a music requirement	Required by state law	Required by state board policy/ mandate	Graduation requirements are a matter of local control	Number of local districts in the state	Number of local districts having the MENC requirement
Alabama	K-8[a]		X		129	129				129	1[b]
Alaska				X	53	31			X	53	33
Arizona	1-8		X		219	219			X	141	
Arkansas	7-8		X[c]		361			X[d]		361	
California	K-6	X			917	917	X[e]			382	
Colorado				X					X		
Connecticut		X[c]			160	6	X[f]			160	6
Delaware	7-8		X[c]	X	16	16				16	0
District of Columbia	7-8		X	X	1	1			X	1	0
Florida	K-5	X			67	67	X[d]			67	
Georgia	K-8		X		187	187		X[g]		180	
Hawaii	7-8		X		7					7	0
Idaho	K-6		X		116	50[b]		X[i]		108	
Illinois				X	1010		X[k]			124	
Indiana	K-8[m]	X	X		304				X	304	0
Iowa	1-8	X			438	438				438	0
Kansas				X	305				X	305	5
Kentucky	K-8[n]		X		180				X	180	0
Louisiana	K-6	X	X		66	66				66	0
Maine				X	283	142[b]	X[o]	X		111	111[o]
Maryland	K-8		X		24	24			X	24	2
Massachusetts				X	293	150[b]			X	293	150[b]
Michigan				X	574				X	528	
Minnesota	K-9	X	X		435	435				435	
Mississippi				X	154					450[b]	
Missouri	K-8		X		541	541				472	
Montana	K-8	X	X		552	552				163	2[b]
Nebraska	K-6		X[c]	X	990				X	585	
Nevada	K-8	X	X		17	17				17	
New Hampshire	K-8			X	163	163	X[d]			163	4[p]
New Jersey				X	592			X[q]		310	
New Mexico			X[m]	X	88	82		X[q]		88	88[q]
New York	K-9		X		730	730		X		730	730
North Carolina	K-8		X		142	142				142	
North Dakota		X[c]	X[s]		287	258[b]				233	
Ohio	K-7	X	X		615	615				615	3[b]
Oklahoma				X	670	335				408	
Oregon	K-6		X		309	309				179	10[b]
Pennsylvania	K-8	X	X		501	501		X[u]		501	501
Rhode Island				X	40			X[d]		30	
South Carolina	1-6	X	X		92	92				92	0
South Dakota	K-8		X		195	195		X[d]		188	
Tennessee	K-8	X	X		142	142				122	
Texas	K-6		X		1100	1100				1050	
Utah	K-8[m]		X		40			X[v]		40	40
Vermont	K-8[a]	X	X		277		X[p]	X[p]		68	68[p]
Virginia	K-5		X		141					141	3[b]
Washington		X[c]		X	299				X	299	
West Virginia	K-8		X		55	55		X[x]		55	0
Wisconsin	K-6	X	X		427	427			X	427	6
Wyoming		X[c]			49	49	X[y]			49	49

GOAL 3:
By 1990, every college and university shall require at least one Carnegie unit of credit in the arts for admission.

Required by state law	Required by board of regents (or state board) policy/ mandate	Matter to be determined by individual colleges	Number of public and private colleges and junior colleges in the state	Number of colleges having the MENC requirement	State
		X	71		Alabama
			5		Alaska
		X	20		Arizona
		X	28		Arkansas
		X	273		California
		X			Colorado
		X	50		Connecticut
		X	5	0	Delaware
		X	6	0	District of Columbia
		X	125		Florida
			33[h]		Georgia
		X	15		Hawaii
	X[j]		5	3	Idaho
		X	113[l]		Illinois
		X			Indiana
		X	46	0	Iowa
		X	48	0	Kansas
		X	35[b]	0	Kentucky
			21	0	Louisiana
		X	40		Maine
		X	21	0	Maryland
		X			Massachusetts
		X	110		Michigan
		X	196		Minnesota
			15	0	Mississippi
		X	60[b]		Missouri
		X	12		Montana
		X	15	1	Nebraska
			2	0	Nevada
		X	12		New Hampshire
		X	47		New Jersey
	X[q]	X	30	30[q]	New Mexico
		X	264		New York
		X	55[r]		North Carolina
		X	13	0	North Dakota
		X	48[t]	8	Ohio
		X	42	0	Oklahoma
		X	21	0	Oregon
		X	237		Pennsylvania
		X	12		Rhode Island
		X	64	0	South Carolina
					South Dakota
		X	60		Tennessee
		X	62[t]		Texas
		X	8	0	Utah
		X	17[w]		Vermont
		X	48	0	Virginia
		X	16[t]		Washington
		X	26	0	West Virginia
		X	32	0	Wisconsin
X			1[w]	1	Wyoming

a. This is a newly adopted requirement. In Alabama the policy will be implemented in September 1985. In Vermont the requirement will be phased in over 7 years.
b. This number is an estimate only.
c. The law or policy requires that music must be "offered" or "provided" in K–12. In North Dakota the offering is for 9–12 only. Delaware requires all students to take music in grades 7 and 8; the state policies strongly advise that music be "offered" in all other grades.
d. Only ½ unit is required. Arkansas requires ½ unit in specified art or music classes. Florida law specifies performing fine arts. New Hampshire policy specifies visual, auditory, and kinesthetic art forms. Rhode Island requires ½ unit in the arts for the college bound. In 1988, South Dakota will require ½ unit selected from music, art, drama, or debate.
e. The law or policy requires that students earn 1 unit in visual or performing arts or foreign language. In California this is a new law, which is to be implemented in 1986–87.
f. The current requirement specifies 1 unit in the arts or vocational education.
g. The new Georgia graduation requirements *allow* 1 fine arts course to be included.
h. This number represents only colleges offering programs in music.
i. Two units are required to be selected from fine arts, humanities, and foreign language. In 1989, 4 units in these subjects will be required.
j. A statewide commission has recommended the adoption of new admission requirements including 4 units in the humanities (including the fine arts and foreign languages).
k. The course may be chosen from music, art, foreign language, or vocational education.
l. This number represents only public institutions.
m. The law or policy requires "fine arts." In New Mexico the policy calls for the "fine arts" to be "part of every student's program" in K–12.
n. In grades K–6 "fine arts" are required for 120 minutes weekly; in middle schools (6–8) music is required for 75 minutes weekly.
o. A 1984 law requires 1 unit to be selected from art, music, forensics, or drama. This will be implemented by 1988.
p. This is a new requirement. The policy is being phased in through 1988 in New Hampshire. The Vermont requirement will be phased in over 7 years.
q. The course may be chosen from practical or performing arts.
r. This number does not include community colleges.
s. The policy covers accreditation standards. Accreditation is voluntary in North Dakota.
t. This number represents only colleges with approved teacher education programs.
u. Effective September 1985, 2 courses in arts or humanities must be completed by graduating seniors.
v. The requirement is 1½ units in the arts (music, art, drama, or dance).
w. This number represents only 4-year institutions.
x. The course may be selected from applied arts, fine or performing arts, or foreign language.
y. Two units must be chosen from music, art, drama, and dance.

Prepared by Jeanne Moore, National Council of State Supervisors of Music

State by State

Cautions

It should be remembered that MENC did not ask states to initiate data collections to answer the MENC request. MENC asked for existing information. Those states having information had collected it to meet needs of their individual states. When one sees "Information not available" for a state, it should not be taken as an indication of the strength of arts education in that state. "Information not available" indicates that the state either did not collect or would have difficulty supplying that data. States may have strong arts programs, while maintaining little statistical information at the state level.

Care should be taken when interpreting state requirements. "Elective offering required" should be interpreted as course(s) that must be offered by all schools and students may elect to take, and not courses that all students must take.

ALABAMA

Contact person	Betty Purdue, Music Education Specialist, State Department of Education, 111 Coliseum Boulevard, Montgomery, AL 36109

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-8	K-8		
Elective offering required	No				

Required by a state board policy, approved in January 1985 and to be implemented in school year 1985-86.

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	211			
Theater				
Dance				
Music	865			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Alabama Course of Study Music K-12

Includes goals, objectives, activities, and evaluation techniques for general music (elementary and middle school), instrumental music (middle and high school), vocal/choral (middle and high school), music appreciation (high school), music history (high school), and music theory (high school).

Note: State school superintendent has requested five hundred additional "teacher units" to be funded by the state legislature for school year 1985-86. Final outcome of this recommendation will be available after July 1, 1985.

ALASKA

Contact person Darby Anderson, Alaska Department of Education, Pouch F, Juneau, AK 99811

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

None.

ARIZONA

Contact person	Raymond Van Diest, Fine Arts Specialist, Arizona Department of Education, 1535 West Jefferson Street, Phoenix, AZ 85007

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		1-8	1-6		
	Required by state board policy/mandate.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,264			
Theater	148 (plus English teachers with drama majors)			
Dance	certified under physical education (3,847 physical education teachers)			
Music	1,616			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	What Every Child Should Know...Music: Course of Study Criteria for Textbook Selection (March 1981)
	In addition to its use in selecting state adopted textbooks and materials, this document constitutes the course of study for music, grades K-8 in Arizona. Objectives are given for pitch, duration, volume, timbre, expressive controls, and structure in six experience and activity areas.
	Identifying and Developing Musical Behavior, Grades 1-6 (1973)
	This guide presents sample lesson plans.
	Identifying and Developing Musical Behavior, Junior High (1978)
	This guide presents sample lesson plans.
Art	Art: Special Supplement--Guidelines for a 1-6 Art Curriculum (1982)
	Contains eleven sets of art objectives, with basic competencies in productive, critical/appreciative, and cultural/historical activities listed for each objective.
	Visual Arts Sequenced Curriculum Guide, Grades 1-6 (1985)
	Outlines three instructional domains: creative art expression, aesthetic assessment, and art in cultural heritage. Contains charts for grades 1-2, 3-4, and 5-6. The charts serve as "a guide for developing visual arts curricula, but is not a curriculum itself."
Dance	Dance...What Every Child Should Know (draft)
	The document proposes a minimal course of study in dance for grades K-8. Sections cover dance components, dance appreciation and attitudes/values, and dance related to other curricular areas.

Additional information: A guide for drama is currently in development.

ARKANSAS

Contact person Leon Adams, Music Education Specialist, Arkansas Department of Education, 405 B, Little Rock, AR 72201

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	req. 1/2 unit Effective in 1986-87 school year, 1/2 unit in music, art, drama, or survey of fine arts is required by state board policy/mandate.				
Courses required for all students	9 weeks minimum in each.	7-8	7-8		
Elective offering required	State board policy/mandate requires local school district must provide courses.	9-12	9-12		

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	400 (approx.)	64	106	240
Theater				
Dance				
Music	800 (approx.)			
Instrumental	303			
Vocal	478	167*		311**

* Count for vocal/elementary teachers only.

** This count is primarily secondary teachers, but includes teachers who teach at multiple levels.

Note: Counts are approximate and do not include teachers in private schools, even if certified in subject.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Note: Course content guides are being developed for music, art, drama, and survey of fine arts. Guides will be available after December 1, 1985.

CALIFORNIA

Contact person	Frank Summers and Meguel Muto, State Consultants in Visual and Performing Arts, 721 Capitol Mall, Sacramento, CA 95814

STATE REQUIREMENTS

State standards	**The arts**	**Music**	**Art**	**Theater**	**Dance**
High school graduation	choice 1 unit Required by 1983 law. Graduates in 1987-88 must have 1 unit from visual/performing arts and foreign language.				
Courses required for all students		K-6	K-6		
	Required by state law. Local districts determine frequency and length of classes.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	**Total**	**Elementary**	**Middle**	**Secondary**
Art		648*		1,692*
Theater		136*		281*
Dance				132*
Music		1,284*		1,311*

*Full-time equivalent

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
All	Model Curriculum Standards for Grades 9-12 (1985)

This is the first Model Curriculum Standards to include arts as part of the core curriculum.

Note: Model Curriculum Standards to include the arts are currently being developed for grades K-8.

COLORADO

Contact person Patricia J. Burger, Assistant to the State Board of Education, First Western Plaza, 303 West Colfax Avenue, Denver, CO 80204

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

None

Additional information: The Colorado Department of Education provided the following:

The Constitution of the State of Colorado, Article IX, Section 15, states:

> "School districts - boards of education.... Said directors shall have control of instruction in the public schools of their respective district."

We have believed the Constitutional reference to mean local control of curriculum. Therefore, we do not have any statewide curriculum requirements in Colorado, no statewide curriculum guides or courses of study, no state adopted/mandated textbooks, no statewide standards for testing, no statewide test, and no statewide requirements for high school graduation. As a consequence, we do not have state curriculum supervisors.

CONNECTICUT

Contact person Lloyd Schmidt, Music Consultant, Connecticut State Department of Education, Box 2219, Hartford, CT 06145

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Choice 1 unit As of 1987, state law requires 1 unit in "the Arts or Vocational Education."				
Courses required for all students	No				
Elective offering required	Required State law requires that the arts be offered in a "planned, ongoing and systematic" manner. Revision being made to require the arts K-8, including dance, drama, music and visual arts.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,026			
Theater				
Dance				
Music	1,202 (1,148 full-time equivalent)			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Arts	A Guide to Curriculum Development in the Arts

The sections are visual arts, dance, drama, and music. The guide is not a mandate for schools, but is intended to assist local district educators develop curricula.

DELAWARE

Contact person Jim R. Gervan, State Supervisor of Art and Music, State Department of Public Instruction, P.O. Box 1402, Dover, DE, 19903

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		7-8	7-8		
	Required by state board policy/mandate. Administrative manual "advises" that "art and music" be offered in all elementary grades.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	123			
Theater				
Dance				
Music	170			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Arts Title and details unknown.

Additional information: A set of standards for grades 3, 6, and 8 and high school elective music performance levels is in preparation for pilot study in school year 1985-86. These standards are to become mandatory in September 1986.

DISTRICT OF COLUMBIA

Contact person	Grace Bradford, Supervising Director of Music, Instructional Services Center, Langdon Elementary School, Twentieth and Evarts Streets N.W., Washington, DC 20011

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		7-8 Required by State board policy/mandate. Course required is general music in grades 7 and 8.			
Elective offering required		9-12	9-12	9-12	

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art		39	32	26
Theater			4	2
Dance				4
Music				
Instrumental		14	23	18
Vocal				13
General		67	30	

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Curriculum guide currently under revision.

FLORIDA

Contact person	June Hinkley, State Music Consultant, Department of Education, Knott Building, Tallahassee, FL 32301

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	choice 1/2 credit State law requires 1/2 credit of performing or fine arts.				
Courses required for all students		K-5	K-5		
	Mandated by state law.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art		972		2,028
Theater	417			
Dance				
Music		1,589		3,901

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Music Curriculum Frameworks Grades 9-12, 21

Each page describes one course in music. Each page has space for information on course number and title, amount of credit received, grade levels offered, whether it meets graduation requirements for "performing fine arts" and academic scholars program requirements for music, recommended certification for teachers, major concepts/content, laboratory activities, special notes, and intended outcomes for course.

GEORGIA

Contact person Frank Crockett, Arts and Humanities Coordinator, Georgia Department of Education, 1958 Twin Towers East, Atlanta, GA 30334

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	allowed				
	State board policy/mandate allows 1 of the 21 units needed for graduation to be from fine arts, or computer science or vocational education.				
Courses required for all students		K-8	K-8		
	State board policy/mandate requires that students K-4 must have regular instruction in music and art. In grades 5-8, all schools must have music and art but "not every day for every student."				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Guidelines for elementary and middle school
	Curriculum guide for high school
Art	Guidelines for grades K-12
	Curriculum guide
Drama	Curriculum guide
Dance	Curriculum guide

HAWAII

Contact person	Lloyd Inaba, Educational Specialist--Music, Department of Education, 189 Lunalilo Home Road, 2nd Floor, Honolulu, HI 96825

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	Required by state board policy/mandate.	7-8			K-6 classroom teachers teach based on course guide.
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Information not available.

IDAHO

Contact person Bert Burda, Music Consultant, Idaho State Department of Education, Jordan Building, Boise, ID 83720

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Allowed Starting in 1988, state board policy/mandate requires all students to earn 2 credits in the humanities toward graduation. In 1989, the requirement will be increased to 4 credits. Humanities are defined as fine arts, humanities, and foreign language classes.				
Courses required for all students	7, 8 or 9	K-6	K-6		
	State board policy/mandate requires all students K-6 to take art and music. Policy also mandates that in grades 7-9, music and art must be offered each year and students must have one year each of physical education, fine arts, and practical arts.				
Elective offering required	10-12 State board policy/mandate requires all high schools to offer a minimum number of fine arts classes (art, music, or drama) depending on the school size. The minimum begins at two for the smallest schools and increases to nine for the largest schools.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary		
Art	193		100	93		
Theater	78		35	43		
Dance	5			5		
Music	339	110.5	60.5	130	35*	3**
Instrumental	103	21.5	30	51.5		
Vocal	150	89	18.5	42.5		
Vocal-instrumental	83		12	36	35*	

* vocal-instrumental K-12
** supervisor

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type — **Title and description**

All — Graduation requirements (title unknown)

Goals and objectives are listed for choral music, instrumental music, music appreciation, and art classes offered to satisfy the humanities requirement for graduation from high school in Idaho.

Arts — Comprehensive Arts in Education Plan for Idaho Grades K-12 (1982)

Identifies strategies and methods for implementing the philosophy that the total curriculum should be enlivened by the arts, that existing arts programs should be strengthened and expanded, and that new and varied approaches and resources for teaching the arts should be encouraged and nourished in schools.

Music — Music Program for Idaho Elementary Schools, Grades 1-6 (1969/1983)

The purpose of the guide is to help the classroom teacher, the music teacher, and the administrator develop and execute a quality music program. In its efforts to be more practical than theoretical, it includes objectives, activities, and evaluation for each grade level. It also contains a list of state-adopted textbooks and records and a list of equipment and materials needed for a vital program.

Music (continued) Music Program for Idaho Secondary Schools, Grades 7-12 (1974)

The major sections are "Administration of Music Education," "Performance Classes," and "Academic Classes." The administration section has recommendations on course offerings, staffing, scheduling, facilities, material, equipment, budgeting, public relations, and the roles of the school district personnel.

Visual arts A Visual Arts Guide for Idaho Schools, Grades 7-12 (1978)

Includes goals, objectives, and experiences in elements of design, arrangement, drawing, painting, print making, photography, art appreciation, and three-dimensional art. Materials needed, bibliographies, and some glossaries are included.

Dance Dance: A Guide for Idaho Public Schools, K-12 (1978/1984)

Arranged in three parts. Part 1 contains goals and objectives, history, definitions, activities, philosophy and rationale for dance. Part 2, Resources, lists books, records, and films for specific kinds of dance. Part 3, Appendix, contains information on facilities, equipment, and careers in dance.

Drama A Drama Guide for Idaho Schools, Grades K-12 (1978)

The main portions of the book are "Overview," "Activities," "Addendum--Technical Theater," and "Bibliography." The "Activities" section contains the categories of awareness, interaction, and expression at the elementary, junior high, and high school levels.

Additional information: Statewide Committee on Admission Standards for Higher Education has recommended to the State Board of Education the adoption of new standards for state colleges. These will include a new requirement that students must have earned 4 credits in humanities (fine arts, humanities, or foreign language) classes for entry to state colleges.

ILLINOIS

Contact person Roberta Volkmann, Educational Consultant, 100 North First Street, Springfield, IL 62777

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation		option	option		

State law requires 9th grade students in 1984-85 and there after to complete "one year chosen from (A) music, (B) art, (C) foreign language, or vocational education" to complete the requirements for a high school diploma.

Courses required for all students No

Elective offering required		elem.	elem.	elem.
		sec.	sec.	sec.

Items listed in State Board of Education Document #1 as additional criteria for elementary and secondary schools include music, art, and language arts. Language arts can include drama, creative writing, etc.

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,944	1,026		918
Theater	87	19		68
Dance				
Music				
Instrumental	1,559	809		750
Vocal	1,896	1,414		482

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Arts	The Illinois Plan for the Arts in General Education Fiscal Years 1984-88

This document contains the Illinois State Board of Education Policy on Arts in General Education, the Illinois Plan for Arts in General Education, Illinois State Board of Education Goal Statement for the Arts, a staff report on the implmentation of the Illinois arts plan, 1979-83, and the Statement of Philosophy for the Report of the Illinois Task Force on the Arts in General Education, developed in 1977 and presented to the state board. These serve as the basis for the arts education services of the Illinois State Board of Education.

Note: The 1985 state legislature may adopt student outcomes including arts as one of six basic areas of learning.

INDIANA

Contact person	Jeff Patchen, Music Consultant, Division of Curriculum, Room 229, State House, Indianapolis, IN 46204

STATE REQUIREMENTS

State standards	**The arts**	**Music**	**Art**	**Theater**	**Dance**
High school graduation	No				
Courses required for all students	K-8 Required by state board policy/mandate.				
Elective offering required	9-12 State board policy/mandate requires that high schools offer 2 credits of fine arts.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	**Total**	**Elementary**	**Middle**	**Secondary**
Art	1,732			
Theater	534			
Dance				
Music	2,280			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	**Title and description**
Arts	"Curriculum & Proficiency Guides" for the arts (currently in development)

IOWA

CONTACT PERSON Laura Magee, Consultant, Arts Education, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		1-8	1-8		
	State law requires that music and art be taught, but not necessarily by specialists.				
Elective offering required	arts 9-12				
	State law requires a unit or partial unit of music, art and drama shall be offered.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,161			
Theater	225			
Dance				
Music	2,237			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	A Profile for Music Programs in Iowa Schools Developed in conjunction with the Iowa Music Educators Association, this book is based on MENC's The School Music Program: Descriptions and Standards.
Art	The Visual Arts in Iowa Schools (1985) With references to guidelines from National Art Educators Association, North Central Associations of Colleges and Schools, and the state of Iowa, this document provides a rationale, curriculum, and goals and objectives to aid local districts in developing their visual arts program. This document is also available on floppy disk for Apple II computers.

KANSAS

CONTACT PERSON Ray Linder, Education Program Specialist, Kansas State Department of Education, 120 East Tenth Street, Topeka, KS 66612

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school Graduation	No				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	661			
Theater				
Dance				
Music	1,512			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type **Title and description**

Music Comprehensive Music Curriculum Guidelines for Kansas Schools (1973)

Developed with a grant from the Contemporary Music Project of MENC, sequences of behavioral objectives and suggested activities are suggested for the areas of pitch (linear and vertical), duration and silence, timbre, texture, dynamics, form, and "Today's Music." The sequence levels are not grade levels and pretesting is suggested to guide in selecting the appropriate starting level. Resource lists includes books, records, and films.

Art Guidelines for Program Development: Art (1984)

Contains goals and objectives based on the National Art Education Association standards and on the educational goals of the state of Kansas. Seeks to aid in the development of visual and tactile expression, the encouragement of creative art expression, the study of art heritage and the development of aesthetic judgement.

K-12 Art Guide (1973, revised 1980)

Includes roles of administrator, parent, and teacher. Covers art characteristics of children at various ages, goals for junior high and senior high art, and various elements and techniques of art.

KENTUCKY

Contact person	Robert Elkins, Music Consultant, Music Education, Kentucky Department of Public Instruction, 1828 Capitol Plaza Towers, Frankfort, KY 40601

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	K-6	6-8			
	State board policy/mandate requires 120 minutes weekly of arts for grades K-6 and 75 minutes weekly of music for grades 6-8.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	600 (approx.)			
Theater				
Dance				
Music	1,000 (approx.)			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Arts	Essential Skills in Dance, Drama, Music, and Visual Art
	Currently in draft form; available after July 1, 1985.
	Comprehensive Plan for Arts Education in Kentucky
	Copies available at this writing exclude the areas of testing in the arts, credit for high school graduation, and requiring that art courses be taught by certified specialists. These three topic areas are to be submitted to the Kentucky State Board of Education in September 1985 for consideration as inclusions in the comprehensive plan.

LOUISIANA

Contact person	Tom Wafer, Music Education Supervisor, Louisiana Department of Education, P.O. Box 94064, Baton Rouge, LA 70815

STATE REQUIREMENTS

State standards	**The arts**	**Music**	**Art**	**Theater**	**Dance**
High school graduation	No Board of Regents has recommended one unit in fine arts for college-bound high school graduates. One unit is required for consideration in Regents' Scholar Program.				
Courses required for all students		K-6	K-6		
	State law and state board policy/mandate require 150 minutes per week of music and arts and crafts.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	**Total**	**Elementary**	**Middle**	**Secondary**
Art	850			
Theater				
Dance				
Music	1,343			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Bulletin 1586: Elementary Classroom Music, K-6
	Includes expected knowledge skills and outcomes at each grade level.
	Bulletin 1587: Secondary Music Education
	Three levels--beginning, intermediate, and advanced--are used rather than grade level to describe expected skills and outcomes.
Art	Bulletin 1591: Art Education, K-6
	Includes expected knowledge skills and outcomes at each grade level.
	Bulletin 1592: Art Education, 7-12

MAINE

Contact person Stuart Kestenbaum, Director of Artists in Residence and Literature, Maine State Commission on the Arts, State House Station 25, Augusta, ME 04333

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State law passed in 1984 requires 1 year of "fine arts," which may include art, music, forensics, or drama. It is to implemented by local districts by 1988.				
Courses required for all students	K-8 State law passed in 1984 defines art, music, and drama as part of the "basic course of study" at the elementary level.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	325			
Theater				
Dance				
Music	479			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

None

Additional information: Maine has neither a music nor arts education consultant. Mr. Kestenbaum should be used as the contact person in Maine.

MARYLAND

Contact person James L. Tucker, Jr., Chief of Arts and Humanities Programs, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State law requires one credit in the fine arts--art, music, dance, theater.				
Courses required for all students	K-8 State board policy/mandate requires all students in grades K-8 to have experiences in the arts. Courses are not designated but outcomes of such programs are defined.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,004 (estimate)			
Theater				
Dance				
Music	836 (estimate)			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Art	Art: A Maryland Curricular Framework

The stated purpose is to assist administrators and teachers in planning, developing, and implementing K-12 art programs based on basic goals. The goals categories and their corresponding content are (1) critical, with content in perceptual experience, (2) historical/cultural, with content in historical heritage, (3) productive, with content in creative expression, and (4) aesthetic, with content in appreciation.

MASSACHUSETTS

Contact person James H. Case, Associate Commissioner, Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02116

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,338			
Theater	36*			
Dance	5*			
Music	1,507			

* These figures represent new types of certificates. Drama is usually taught by English teachers, dance by physical education teachers.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Information not available.

MICHIGAN

Contact person	Lisa Zimmer, Fine Arts Assistant, Michigan Department of Education, Box 30008, Lansing, MI 48909

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,911			
Theater				
Dance	8			
Music	2,618			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Essential Performance Objectives for Music Education (1982)

Objectives are given for four basic categories: skills in performing, skills in listening and analysis, knowledge of music concepts and symbols, and skills in interpretation, expression, and appreciation. The categories of objectives are listed for each grade level K-6, for middle school or junior high school general music, and for three cycles in both choral music and instrumental music. Objectives, not delineated by category, are given for a general humanities program and jazz instruction.

Art — Essential Performance Objectives for Visual Arts Education

"Skills in making art (technical competence), the knowledge of arts concepts and vocabulary, skills in creating art to express individual ideas and feelings, and skills in evaluating, judging, and appreciating arts replace an earlier focus on line, shape, color, pattern, and texture as a basis for visual arts education." The objectives arranged in sequential cycles with flexibility for individual abilities and needs are Cycle I and II for K-3, Cycle III and IV for 4-6, and Cycle V for middle/junior high school.

MINNESOTA

Contact person	Susan K. Vaughan, Music Education Specialist, Minnesota Department of Education, 645 Capitol Square, 550 Cedar Street, St. Paul, MN 55101

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-9	K-9		
	State law and state board policy/mandate require music and art in each grade K-6, and for a minimum of 90 hours in grades 7, 8, and 9, or 30 hours per year in middle school.				
Elective offering required		9-12	9-12		
	State law requires that schools with grades 9-12 or 10-12 offer a minimum of 2 courses of music and 2 of visual arts.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary	District-wide
Art	744.31	129.31	60.45	551.55	3
Theater	26.35	.5	.99	24.86	
Dance					
Music	1,850.33*				
Instrumental	745.05	168.61	64.79	452.79	58.86
Vocal	357.81	69.33	22.06	260.90	5.52
General	701.40	509.76	39.54	142.12	10.04

* Includes 3.36 music literature/history, 2.74 music theory, 16.33 small vocal, 20.98 small instrumental, 2.66 music humanities.

Note: All figures are full-time equivalents.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type — **Title and description**

Music

Some Essential Learner Outcomes in Music Education (1982)

Objectives for grades K-3, 4-6, 7-8, and 9-12 are given for both knowledge and affective areas in producing sounds (performance), organizing sounds (creating), and describing sounds (listening, perceiving, and reading). Also included are sections with scope and sequence charts, program assessment aids, and curriculum development suggestions.

Music for Students with Special Needs (1981)

Sections include objectives and activities for areas of specialization: "Music and Socialization," "Music and Communication," "Music and Motor Development," and "Music and Academic Skills." Separate sections give music examples for these specialization areas. This document was developed to "help educators integrate the arts process into the essential learning core for all students with special needs."

Minnesota Statewide Music Assessment: Instruments for Grades 1, 4, 8, and 11 (1985)

A series of tapes and test for evaluation of student musical achievement for grades 1, 4, 8, and 11.

Minnesota Music Education Handbook (1985)

Designed to provide direction and support for those wishing to develop or further refine their music programs, this document should prove helpful to those people concerned with rules, administration, curriculum, program planning, and the role of music in a comprehensive education.

Art

Some Essential Learner Outcomes in Art (1980)

A list of outcomes indicated to be attained by most students by ages 9, 13, and 17 is divided into the broad areas of perceiving/knowing/understanding, producing, and valuing/judging art. It is suggested that this document can be used as an assessment tool, as a basis for art curriculum development, and as an evaluation tool as part of the "PER process."

Dance Some Essential Learner Outcomes for Physical Education

Part 3 includes "Suggested Areas Of Emphasis in Psychomotor, Cognitive, and Affective Domain." "Rhythms and Dance" are included in areas of emphasis for psychomotor domain. Psychomotor domain is defined as the motor effects of mental processes.

Drama Some Essential Learner Outcomes in Communications/Language Arts (1982)

Brief mention is made of drama for the category of "Speaking" in the areas of knowledge, process, and values. It is suggested that students "should understand communication acts which cast participants in imaginary situations [knowledge], should try out a variety of imaginary communication acts [process], should value imaginary communication acts as a source of pleasure and insight, and should value the self-concept development gained through communication performances."

MISSISSIPPI

Contact person Charles Saul, Music Education Consultant, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Information not available.

Note: Proposed accreditation standard for schools to take effect in 1986 will rate schools as 1, 2, 3, 4, or 5. It is expected that most schools will be a 3, which for grades 1-8 requires that the school "offers a written program of organized, sequential instruction, taught by certified staff, in the areas of reading, language arts, mathematics, science, and social studies" [requirements for a level 1 school] and "a written program of developmentally sequenced instruction, taught by certified staff in two of the following special subject areas: music, art, physical education, foreign language." Level 5 schools will meet the requirements for all areas: music, art, physical education, and foreign language. For secondary schools, grades 9-12, students must earn 2 Carnegie units at level 4 and 4 units at level 5 selected from art, music, foreign language, health, and physical education.

MISSOURI

Contact person Richard King, Coordinator of Curriculum, Missouri Department of Education, Box 480 Jefferson Office Building, Jefferson City, MO 65102

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State board policy/mandate requires one unit of fine arts for high school graduation.				
Courses required for all students		K-8	K-8		
	State board policy/mandate requires all public schools to provide both art and music for all students K-8.				
Elective offering required		9-12	9-12		
	State board policy/mandate requires all public schools to make both art and music <u>available</u> to students 9-12.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
All	<u>Educational Objectives for the State of Missouri</u> (1974) This publication is to assist local school districts in establishing or reviewing educational objectives for instruction within the local school district. Goal areas include intellectual, physical, social, and career development. Section F of intellectual development is aesthetic sensitivity encompassing the visual arts, music, drama, photographic media, literature, and dance. Nineteen objectives are listed.

MONTANA

Contact person	Janet Athwal, Arts in Education Specialist, Office of Public Instruction, State Capitol, Helena, MT 59601

STATE REQUIREMENTS

State standards	**The arts**	**Music**	**Art**	**Theater**	**Dance**
High school graduation	No The Board of Regents has recommended that 1 unit of the fine or performing arts be required for high school graduation. (See note on next page.)				
Courses required for all students		K-8	K-8		
	The state board of public education accreditation standards require fine arts, including music and art, for grades K-6 and 1/2 unit each of music and art in grades 7 and 8.				
Elective offering required	9-12 The state board of public education accreditation standards requires that the basic instructional program for each high school shall include at least 1 unit in fine arts. The fine arts include music, art, and drama.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	**Total**	**Elementary**	**Middle**	**Secondary**
Art	268			
Theater and Dance	54			
Music	588			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type **Title and description**

All Montanans' Goals for Education

Goal 14 states "Through Montana education, each student should acquire knowledge and skills for developing an appreciation of beauty."

Note: The Board of Regents recommends that students who wish to enter Montana University schools complete 1 year of visual or performing arts. One year is required to qualify for academic scholarships offered by Montana University schools. Membership in a performance organization does not in and of itself meet the arts requirements. Secondary schools are encouraged to build on the aspects of history and appreciation in performance classes whenever possible.

This recommendation has caused some high schools in Montana to incorporate 1 unit in the fine arts for local graduation requirements.

NEBRASKA

Contact person Shelia Brown, Fine Arts Consultant, Nebraska Department of Education, 301 Centennial Mall, Lincoln, NE 68509

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-6	K-6		
	State board policy/mandate states that music and art are part of the eight curriculum areas that must be provided.				
Elective offering required		7-12	7-12		
	State board policy/mandate requires schools to offer eight Carnegie units in visual and performing arts.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art		117		468
Theater				90
Dance				
Music				
Instrumental		110		483
Vocal		117		483

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Arts	Art for Primary: A Framework for Teaching Visual Arts in the Primary School (1984)
	Lesson plan material covers the use of main ideas, themes, media, and follow-through experiences.
	Strawberry Square II: Take Time: 33 Lessons in the Arts to Help Children Take Time with Life, Nebraska Department of Education ITV Services
	An instructional TV program received by every school from PBS stations. Schools often tape the program for later viewing and to develop a local library of material. These lessons cover music, visual art, drama, and dance.
Music	Strawberry Square: 33 Lessons in Music to Help Young Children Celebrate Life with Love, Nebraska Department of Education ITV Services
	Delivered to schools in the same manner as Strawberry Square II, these lessons cover music.

Note: The Strawberry Square materials, including preview materials, are available for national distribution from the Agency for Instruction Television, Box A, Bloomington, IN 47402.

NEVADA

Contact person	William Abrams, Education Consultant, Nevada Department of Education, 400 W. King Street, Capitol Complex, Carson City, NV 89710

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-8			
	State law and state board policy/mandate require music grades K-8.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Information not available.

NEW HAMPSHIRE

Contact person John Michael Gray, New Hampshire Department of Education, State Office Park South, 101 Pleasant Street, Concord, NH 03301

STATE REQUIREMENTS

State Standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State board policy/mandate requires a minimum of 1/2 unit in "arts education", which is defined as the "study of the visual, auditory, and kinesthetic elements of the various art forms. It includes the creative communication of ideas and concepts to various audiences through the use of appropriate mediums of expression."				
Courses required for all students		K-8	K-8		
	State board recommends that music and art be provided to all children in grades K-8.				
Elective offering required		K-12	K-12	9-12 (option)	9-12 (option)
	State board requires approved high schools to provide 3 units of credit each year, at least one of which must be in the visual arts and one must be in music. Schools may provide courses in art, music, dance, dramatics, and communication arts to meet this requirement.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	277	69	101	107
Theater	4			4
Dance				
Music	371	78	140	153

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type — **Title and description**

All

Minimum Standards and Recommendations for New Hampshire Public Elementary School Approval, Kindergarten-Grade 8 (January 1980)

Minimum standards are given for 10 categories. The elementary curriculum category briefly defines standards for the areas of art and music.

Standards and Guidelines for Middle/Junior High School (October 1978)

In addition to recommending the yearly number of hours of instruction in music and art, separate sections for art and music cover rationale, goals and objectives, instructional format, evaluation, basic equipment and supplies, and a bibliography.

Proposed Standards for New Hampshire High Schools, Grades 9-12 (September 1983)

Contains general information on administration, organization, supervision, curriculum, support services, staff, and student attendance and discipline. Specifics on arts are in curriculum programs of study. The area of arts education includes a definition of arts education, unit requirements (see above), and general program objectives.

Music

Music Education, Grades 9-12 (1980)

Areas covered are general goals, characteristics of age level/implications, objectives for teaching, suggested course offerings, materials and equipment standards, and physical facility standards. Objectives are given for music appreciation/music literature, music theory, choral groups, and instrumental groups.

NEW JERSEY

Contact person Florence Cucchi, Manager, Teaching and Learning Unit, Division of General Academic Education, New Jersey Department of Education, 225 West State Street, Trenton, NJ 08625

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school Graduation	Yes State board policy/mandate requires "one credit year of fine, practical and/or performing arts." Art, music, drama, and creative writing courses satisfy the requirement.				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Art	State Educational Goal: New Jersey Administrative Code 6:8-2.1 Goal 9: The public schools in New Jersey shall help every pupil in the state to acquire the ability and the desire to express himself or herself creatively in one or more of the arts and to appreciate the aesthetic expression of other people.

NEW MEXICO

Contact person Win Christian, Music Specialist, Department of Education, Education Building, Room 202, Santa Fe, NM 87501-2786

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State board policy/mandate requires 1 unit of credit earned in the fine arts or practical arts. Fine arts meeting the requirement are dance, drama, music, and visual arts.				
Courses required for all students	Yes State board policy/mandate states "Each student's instructional program shall include but not necessarily be limited to fine arts...."				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art				
Theater				
Dance				
Music		48 districts*		83 districts*

* These numbers represent the number of the 88 school districts in New Mexico that have music specialists at that level.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
All	Educational Standards for New Mexico Schools (July 1984) For graduation requirements, competencies are listed for dance, drama, music, and visual arts as well as for other subject areas.
Music	New Mexico Music Competencies for Grades 3, 5, 8 and School Exit Level (Summer 1984) These competencies are guidelines for use by educational personnel in developing and revising local curriculum in grades K-12. Competencies are listed under the categories of (1) make music, alone and with others, (2) use the vocabulary and notation of music, (3) acquire a familiarity with a wide variety of music, (4) improvise and create music, (5) respond to music in various ways and make aesthetic judgments, and (6) understand the vocational and avocational possibilities in music.
Art	New Mexico Visual Arts Competencies for Grades 3, 5, 8, and School Exit Level (Summer 1984)
Dance	New Mexico Dance Competencies for Grades 3, 5, 8, and School Exit Level (Summer 1985)
Drama	New Mexico Drama Competencies for Grades 3, 5, 8, and School Exit Level (scheduled, Winter 1986)

NEW YORK

Contact person Nathaniel J. Phipps, Administrator of Music Education, New York Department of Education, Room 681 EBA, Albany, NY 12334

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation		option	option	option	option
	State board policy/mandate requires one unit in music or art or theater or dance.				
Courses required for all students		K-9	K-9		
	Dance or theater may substitute for music or art in grade 9.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Music K-6 (Handbook for Teachers)
	Major New Movements in Elementary School Music Education: Suzuki, Kodály, Orff
	Music in the Middle/Junior High School (in field test form)
	Music in the High School: A Syllabus in Music for Grades 9-12
	A Teacher's Guide to Folksinging
	Music and the Electronic Medium
	Teaching Strings
	Teaching Woodwinds
Art	Art for Elementary Schools (in preparation)
	Art for the Young Adolescent (field trial draft)
	Studio in Art
	Studio in Drawing and Painting, Graphic Arts and Photography
	Studio in Sculpture, Ceramics and Jewelry
	Studio in Advertising Design, Fashion Design, Product Design and Stage Design
	Mechanical Drawing and Design

Note: This is only a partial list of publications on the arts and humanities by the New York State Education Department. A complete list and ordering instructions are available from Nathaniel Phipps, Administrator in Music Education.

NORTH CAROLINA

Contact person	Preston Hancock, Music Consultant, State Department of Public Instruction, Raleigh, NC 27611

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-8	K-8		
	State board policy/mandate requires music and art as part of seven basic areas of study.				
Elective offering required			9-12		

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	789			
Theater	306*			
Dance	21			
Music	1,498			

* Most of the theater arts teachers are certified in English at this time, even though there has been theater arts certification for 13 years.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Arts	Course of Study and Goals and Indicators: Arts 80

Two documents under one cover, each document containing sections for art, dance, drama, and music. In the Course of Study, each section is divided into grade levels K-3, 4-6, 7-9, and 10-12. Each level lists major emphases and program features of knowledge/content and learning objectives. In the Goals and Indicators, the sections for art, dance, drama, and music list indicators for each competency goal subdivided into levels K-3, 4-6, 7-9, and 10-12 .

NORTH DAKOTA

Contact person Patricia Herbel, Assistant Director, Curriculum and NDN, Department of Public Instruction, State Capitol, Bismark, ND 58505

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required		1-12	1-6		

The accreditation standard, which is voluntary for schools, requires that schools make available a minimum of 90 minutes per week of music each year for students in grades 1-6, a minimum of 60 clock hours of music each year for junior high/middle school students, and 1 unit of music for students in grades 9-12 at least once every two years. The accreditation standard also requires 45 minutes per week of art each year for grades 1-6. It is estimated that 90% of public and nonpublic school meet the accreditation standard.

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	93			
Theater	Generally taught by English teachers.			
Dance	Generally taught by physical education teachers.			
Music	503			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

NOTE: Guidelines are currently being developed in cooperation with the North Dakota Council for the Arts. The guidelines are to include art, dance, theater, music, and creative writing for grades K-12.

OHIO

Contact person Linda Wachtel Mercer, Music Education Consultant, Ohio Department of Education, Room 1005, 65 South Front Street, Columbus, OH 43215

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-7	K-8		
	For grades 1-6, the state requires 200 minutes per week combined for art, music, and physical education. All students in grade 7 or 8 must take both music and art for 80 minutes per week or the equivalent thereof.				
Elective offering required	9-12	9-12	9-12		
	Schools must offer 1 unit in music, 1 unit in art, and 2 other units in the arts each year for grades 9-12.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	2,500 (approx.)			
Theater				
Dance				
Music	3,750 (approx.)			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type **Title and description**

Arts

The Ohio Plan for Comprehensive Arts in Education

Specific objectives and tasks for improving instruction in the arts are listed for six categories: curriculum development, teacher education and certification, minimum standards, in-service education, research, and curriculum-related arts resources. Objectives and tasks are also listed for supporting instruction in the arts based on philosophical, administrative, and legislative approaches.

Fine Arts and Physical Education: Minimum Standards Implementation Series (1983)

A suggested course of study for K-12 for dance, drama/-theatre, music, visual arts, and multidisciplinary arts courses includes suggested objectives by grade level, time allocations, and course of study. Also included is the explanation of the high school units of credit in fine arts.

Assessing Needs and Planning for Arts Education in the Schools of Ohio (1977)

Based on an earlier publication, this is an assessment tool that questions needs and current status.

Music

A Guide for Planning Musical Experiences (1980)

Learning objectives for perceiving and producing music are given for the elements of sound (pitch, duration, loudness, and timbre), organization of sound (texture and form) and style. These objectives are first presented in "The Basic Components of Sound" section, followed by sections for choral music, instrumental music, and music theory. The choral and instrumental music sections include technical objectives. Publication and distribution of the guide was made possible by funding from the Ohio Music Education Association (OMEA) with a copy going to every OMEA member. A copy of the guide is available to non-OMEA members for $4.00 by writing Linda Mercer.

A Self-Appraisal Checklist for Music Education in Ohio's Elementary and Secondary Schools (1981)

Self-evaluation material is presented for evaluating the music program and writing curriculum.

Art

Planning Art Education in the Middle/Secondary Schools of Ohio (1977)

This "planning guide" suggests possibilities in chapters dealing with aims and goals, content, study approaches and activities, the planning process itself, administration of the art program, and curriculum evaluation.

OKLAHOMA

Contact person Charles Mohr, Administrator, Arts in Education, 2500 North Lincoln, State Department of Education, Oklahoma City, OK 73105

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	No Most schools offer music and art to meet North Central Association of Colleges and Schools evaluation standards.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,082 383.36*	127 20.96*	362 157.6*	593 204.8*
Theater	190 52.6*			190 52.6*
Dance				
Music	2,302 737.28*	632 108.48*	513 252.8*	1,157 376*
Instrumental	880 315.6*		339 163*	541 152.6*
Vocal	474 187.8*			474 187.8*
General	874 216.28*	632 108.48*	174 89.8*	68 18*
Theory	74 17.6*			74 17.6*

* Full time equivalents.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Arts	Arts in Education in Oklahoma Schools folder

This folder includes A New Wind Blowing: Arts in Education in Oklahoma Schools and five pamphlets. The book is a series of essays covering a wide variety of areas in arts education. The pamphlets are titled "Philosophy," " Components," "Management," "Resources," and "Evaluation."

Note: A document that includes expected outcomes for the arts is to be published soon.

OREGON

Contact person	Del Aebischer, Specialist, Music Education, Fine Arts Consultant, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Option State administrative rules requires 1 unit of fine arts, foreign language, or vocational education.				
Courses required for all students		K-6	K-6		
	State administrative rules define art and music education as basic curriculum for all students and recommend that art and music each receive 7% of the instructional time K-6.				
Elective offering required	7-12 State administrative rules require that students earn one unit of credit in the fine or applied arts or in a foreign language and that secondary schools provide sufficient educational opportunities that students satisfy state graduation requirements.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary	Multi-level
Art	393	102		274	
Theater	48				
Dance	6	1		5	
Music	1,200	630		372	198

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type **Title and description**

Music

Classroom Music Grades 5-8 (February 1980)

Intended as an aid for administrators and teachers designing, organizing, and staffing music programs in the middle school setting, this book focuses on topical "minicourses". Although it is aimed primarily at helping beginning teachers, others may find it helpful when working on programs for these grade levels.

Self-evaluation Checklist for School Music Programs: (series title)

These checklists are designed to be used by the music teacher and principal, with sections for teachers to complete describing what "Students can" do.

Kindergarten (Reprinted Fall 1979)

This checklist includes sections on movement and rhythmic development, language development, listening skills development, and overall evaluation.

Elementary General Music Grades 1-6 (Summer 1978)

The teacher section in this checklist has sections on rhythm, melody, harmony, form, expressive elements, creativity, listening, and classroom performance. There are two combined teacher/administrator sections: curriculum offerings and organization, and materials, equipment, fees, and facilities.

Orchestra Music Grades 4-12 (October 1977)
Band and Choral Music Grades 5-6 (Summer 1978)
Band Grades 5-12 (Summer 1983)
Choral Music Grades 7-12 (May 1975)

These guides all have teacher sections for performance skills, elements of music, creative skills, student involvement, and music through life. There are two combined teacher/administrator sections: curriculum offerings and organization, and materials, equipment, fees, and facilities.

Books that Harmonize with Young Adults (Fall 1981)

An annotated list of publications about music for junior and senior high school students.

Books that Harmonize with Elementary Children (Spring 1979)

An annotated list of publications about music for elementary students.

Love that Keyboard! (Fall 1982)

This pamphlet is an introduction to keyboard learning that gives suggestion for common concepts taught with the keyboard and a few suggested activities and songs.

Art

A Pattern for Art: K-12 (Winter 1981)

This book contains suggestions for developing a goal-based instructional program in art. Organized according to six general goals for art, sample course goals and activities have been written for grade levels K-3, 4-6, 7-9, and 10-12. These goals categories are design knowledge, perceptual skills, and visual sensitivity; technical knowledge and skills; historical and cultural knowledge; critical skills; knowledge of and responsibility for the visual environment; and vocational and avocational use of art as a lifetime pursuit. This book was designed as a suggested model for developing goal-based art programs locally.

Elementary Art Education: A Handbook for Oregon Teachers (1977)

Meant to aid elementary classroom teachers in developing lessons, this book gives suggestions and examples for classroom use. For each of the same six general goals as in A Pattern for Art, separate discussions for primary and elementary levels are given for fine arts, functional arts, and environmental arts. Sample course goals for each general goal are also presented for both primary and elementary levels.

Self-evaluation Checklist for Elementary School Art Programs

In addition to a form for administrators' use, a checklist of student knowledge and skills for the six general goals (see A Pattern for Art) is included for use by teachers.

PENNSYLVANIA

Contact person Joseph B. DeAnglis, Arts in Education Advisor, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes Effective September 1985, State Board of Education regulations require all graduating seniors to have completed (between grades 9 and 12) a minimum of two courses of 120 instructional clock hours each in arts or humanities. Arts courses may be visual arts, related arts, dance, drama, film studies, or music.				
Courses required for all students		K-6	K-6		
	State law requires that each student take art and music each year grades 1-6 in an established "planned" course.				
Elective offering required		7-12	7-12		
	Two "planned" courses each of music and art shall be taught and may be offered as "fractional planned" courses. All students must have the opportunity to participate in each of these "planned courses" at least once in grades 7-12.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,623*			869**
Theater	29*			213**
Dance				213**
Music	3,349*			2,281**

* These figures are from state computer printout.
** These figures are from a survey of secondary schools for the Pennsylvania Department of Education.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
All	Turning the Tide: Guidelines for Chapter 5, Curriculum Regulations of the Pennsylvania State Board of Education (1984)

Contains explanations of curriculum regulations and answers frequently asked questions about the implementation and interpretation of Chapter 5.

Other publications include:

Arts	*The Arts Process In Basic Education
	Evaluation: Arts in Education
	*Pennsylvania Community Resource Guide in Arts and Humanities
	*The Arts
Music	*Music and the Mainstreamed Child: A Practical Approach
	*The Elementary Music Guide
	Exploring Music Careers: A Student Guidebook
	Careers and Career Education in the Performing Arts: An Annotated Bibliography
	Exploring Dance Careers: A Student Guidebook
	The Planned Course Guidelines

* These publications are presently being updated, re-edited, and reprinted.

RHODE ISLAND

Contact person	Richard Latham, Arts Consultant, Rhode Island Department of Education, 22 Hayes Street, Providence, RI 02908

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	For some students State board policy/mandate require 1/2 unit in "the arts" for graduation of "college-bound" high school students.				
Courses required for all students	No				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	221.8	85.0	66.7	70.1
Theater	7 full-time 11.9 part-time 53 co-curricular			
Dance	2 full-time 5 part-time 18 co-curricular			
Music	220.8	90.5	73.8	55.9

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type **Title and description**

Art Arts and Education: A Position Statement (Fall 1980)

Discussed are components of a comprehensive arts program, including the arts as separate subjects of study for all students, the arts as part of a general and basic education for all students, and the arts as a specific service for students with special needs. Requirements necessary to promote art in the schools are defined. Also explained are the events leading to the formation of a coalition of arts agencies and the assignment of an arts education consultant in the Rhode Island Department of Education.

Note: While not curriculum guidelines or goals and objectives, the following publications are noteworthy for their description of the arts in Rhode Island schools.

Arts Technical Report of Coordinated Curriculum Self-study by Rhode Island School Districts in the Arts (April 1984)

This document reports the results of a survey completed by the local school districts in Rhode Island. The survey instrument contained five sections: general arts, visual art, music, creative drama/theater arts, and dance. Each section had four subsections covering description of curriculum, curriculum coordination, evaluation, and special programs. This report is very detailed, including over fifty tables.

Executive Summary of Coordinated Curriculum Self-studies by Rhode Island School Districts in the Arts (April 1984)

A summary of the technical report described above.

SOUTH CAROLINA

Contact person	Alicia Moore, Music Consultant, South Carolina Department of Education, Rutledge Building, Room 801, Columbia, SC 29201

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		1-6	1-6		
	State law requires instruction in art and instruction in music for a minimum of 40 minutes weekly for 36 weeks each.				
Elective offering required		7-12	7-12	9-12	
	In grades 7 and 8, a fine arts program including music and art shall be provided as an elective for 36 weeks. Courses must be offered during the school day for a minimum of 250 minutes weekly for nine weeks. For grades 9-12, the school program shall include a minimum of two course in the fine arts area. Fine arts include art, music, and drama.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary* (K-6)	Middle (7-8)	Secondary (9-12)
Art		400 (5,168)	90	219
Theater		1	0	64
Dance				
Music		410 (3,618)	211	548
Instrumental		364	111	278
Vocal		167	46	197
General		(3,087)	54	73

* The counts of 400 art specialists and 410 music specialists are based on the state-mandated minimum of 1 specialist per 800 students. The numbers in parentheses are teachers who teach at least one class in the art, and include classroom teachers.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type — **Title and description**

Art — Implementing the Elementary Art Program

Presented as a series of questions, the document covers content and components of an art program, goals for the student, knowledge areas expected of art teachers, scheduling of art classes, implementing and evaluating an art program, and listing of facilities, equipment, and materials needs.

Music — Curriculum guidelines are in preparation.

SOUTH DAKOTA

Contact person Wylan Borth, South Dakota Department of Education and Cultural Affairs, 700 North Illinois, Pierre, SD 57501

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes Beginning in 1988, 1/2 unit in fine arts is required for high school graduation. Fine arts include music, art, drama, and debate.				
Courses required for all students	K-8 State board policy/mandate requires music for all students grades K-8.				
Elective offering required					

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Information not available.

TENNESSEE

Contact person Joe Giles, Music Consultant, State Department of Education, 214 Cordell Hull Building, Nashville, TN 37219

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No Beginning with school year 1987-88, 2 arts units will be required for an Honors Diploma, which is needed to be eligible for Governor's Scholarships.				
Courses required for all students		K-8	K-8		
	State law requires that all students take music and art in grades K-8. State board policy/mandate requires 60 minutes per week each for music and art.				
Elective offering required	No				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	300 (approx.)			
Theater				
Dance				
Music	1,400			

Note: These figures represent teachers currently teaching and certified to teach the indicated subject area. The teachers could be teaching other subjects.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Note: Tennessee has initiated a "Better Schools Plan" to be funded by $1.5 million dollars over three years. Included are special one-month "Governor's Schools" in arts, humanities, and sciences for classroom teachers, to begin in summer 1985. Part of these funds will be used for the enhancement of art and music education in Tennessee and the development of a "framework" for music and art education in the schools.

TEXAS

Contact person John Sommer, Director, Fine Arts Section, Texas Education Agency, 201 East Eleventh, Austin, Tx 78701

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No Students who choose to complete an advanced high school program must complete 1 unit in the fine arts--art, music, theater, or dance. Completion of an advanced program is indicated by a special transcript form, not a special diploma.				
Courses required for all students		K-6	K-6	K-6	
	State Board of Education Rules for Curriculum, which indicate essential elements to be taught at each grade level, require music, art, and theater to be scheduled weekly in grades K-3 and the equivalent of 120 minutes per week in grades 4-6.				
Elective offering required		option (9-12)	option (9-12)	option (9-12)	
	Each school district shall offer courses in two of the three fine arts areas (art, music, and theater arts) and students will have the opportunity to take these at least every other year.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

5,542 (for all fine arts combined)

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
All	State Board of Education Rules for Curriculum (March 1984)

This book documents in detail state-governed aspects of curriculum, including requirements in the arts. (Publication #GE4-450-01 is available for $5.00 from the Office of Publications Distribution, Texas Education Agency, 201 East Eleventh, Austin, Texas 78701.)

UTAH

Contact person Avery Glenn, Music Education Specialist, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State Board of Education policy requires 1.5 units for graduation. A unit consists of 150 hours of instruction.				
Courses required for all students		K-8	K-8	K-8	K-8
	State Board of Education policy requires that the arts (art, music, theater, and dance) be part of the core curriculum for grades K-6. Requirements for grades 7 and 8 include 1/2 unit in music, and 1/2 unit in art, with drama incorporated in English classes and dance incorporated in physical education classes.				
Elective offering required	9-12 Courses must be available in order for students to meet the graduation requirements in the arts.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	244		35	209
Theater	60		1	59
Dance	37		1	36
Music				
Instrumental	162		20	142
Vocal	104		7	97
General	113	40	21	52

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type — **Title and description**

All

The Core Curriculum: Elementary and Secondary Core Curriculum--Field Test Document, Utah State Office of Education, 1984-85

This document describes all areas of the curriculum for grades K-6 and the required course offerings for grades 7-12. State policy defines the arts as part of the core curriculum. The arts section of this document is available from Avery Glenn.

Music

A Course of Study for Instrumental Music in Utah (Reprinted 1977)

This book includes instructional objectives for beginning, intermediate, and advanced levels for wind, percussion and strings. Each objective is marked as meeting the educational goals in the playing, listening, reading, creating, and valuing of music. The final section, "Administrative Guidelines," is arranged much like MENC's The School Music Program: Description and Standards and covers standards for curriculum, staff, scheduling, physical facilities, and materials and equipment.

A Course of Study for Vocal and General Music in Utah (Revised June 1983)

This book has instructional objectives with check marks indicating which of the educational goals in playing, listening, reading, creating, and valuing music each objective meets. Instructional objectives are listed by grade level for grades K-8. For junior high/middle school, objectives are listed for general music, non-selective chorus, and selective chorus. For high school, objectives are listed for music appreciation, music theory, nonselective chorus, and selective chorus. The final section, "Administrative Guidelines," is arranged much like MENC's The School Music Program: Description and Standards and covers standards for curriculum, staff, scheduling, physical facilities, and materials and equipment.

Art

A Course of Study for Art Is Elementary (Teaching Visual Thinking Through Art Concepts), K-6 (November 1977)

Instructional objectives are listed for eight levels (preschool through VII) that are not attached to a particular grade level. For each objective, relationships are indicated for each of the eight state-defined "maturities": intellectual, ethical-moral-spiritual, emotional, social, physical, environmental, aesthetic, and productive.

VERMONT

Contact person	Donna D. Brinkmeyer, Arts/Gifted Consultant, Department of Education, Montpelier, VT 05602

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	Yes State board standards, approved in 1984, require one year of arts for graduation beginning with the class of 1989.				
Courses required for all students		K-8	K-8	K-8	K-8
	State board standards, approved in 1984, require that schools provide instruction and participation in the arts at least weekly.				
Elective offering required		9-12	9-12	9-12	9-12
	State board standards, approved in 1984, require that instruction and participation in the arts be available for four full years for students in grades 9-12.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary	K-12
Art	222	20		23	179
Theater					
Dance					
Music	272	13		10	249

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

None

VIRGINIA

Contact person John Yeager and Walter Pittman, Supervisors of Music, Department of Education, Fine Arts, P.O. Box 6Q, Richmond, VA 23216

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-5	K-5		K-10*
	State board policy/mandate requires that schools shall provide instruction in music and art in elementary and middle/intermediate/junior high schools.				
Elective offering required		8-12	8-12		
	State board policy requires the minimum course offerings for each secondary school to include two fine arts courses.				

* "Standards of Learning" for health and physical education include rhythm and dance activities.

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary (K-5)	Middle	Secondary
Art	1,089	375	454	434
Theater	474*			
Dance				
Music	1,734	1,047	900	592
Instrumental				
Band	797	374	286	386
Strings	134	92	54	78
Vocal	440	106	216	260
General	247	159	172	72
Elementary classroom music		675		

* Middle and secondary level teachers who teach at least one course in theater. These are primarily English teachers.

Note: The numbers of elementary, middle school, and secondary teachers add to more than the total because many teachers teach at more than one level.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type — **Title and description**

Music

The Child and Music (March 1975)

Prepared to assist public school personnel in the development and implementation of a comprehensive program of music education, this book presents a wide variety of material. Chapters include "Planning a Music Program"; "Content of Music Teaching"; "Approach to Teaching"; "Evaluation"; "Classroom Teaching Competency, Involvement, and Growth"; "Selection and Use of Materials and Resources"; and "Band and Orchestra Instrument Classes."

Standards of Learning Objectives for Virginia Public Schools--Music (September 1983)

This book presents a scope and sequence for music instruction in grades K-12. For grades K-5, the objectives and a descriptive statement are presented for each grade level. For grades 6-12, objectives and statements are given for general music grade 6, general music grade 7, and choral and instrumental music. Subdivisions for choral and instrumental music are not by grade level but are presented for beginning, intermediate, and advanced levels.

Art

Standards of Learning Objectives for Virginia Public Schools--Art (September 1983)

A scope and sequence for art instruction in grades K-12 is given for six basic goals: perception/discrimination, judgment/valuing, cultural understanding, communication/production, knowledge/interrelationships, and creativity/imagination. For grades K-8, objectives and a descriptive statement are presented for each grade level. Additional objectives and statements are given for art foundations, advanced art, crafts, and art heritage (appreciation and art history).

Drama

Encore! Dramatic Arts and Theater in Our Schools K-12 (July 1980)

This book contains three model programs, one each for elementary (grades K-5), middle/junior high school (grades 5-8), and secondary school (grades 9-12). Each program contains expected competencies by grade level and a school self-assessment checklist. Each program explains possible activities to be used by teachers.

Theater Arts for the Handicapped (June 1983)

This publication covers experiences ranging from "creative drama," or the use of dramatic games to stimulate personal development, to more formal experiences with theater such as attending fully staged performances or participating in plays for public audiences. Appendices include source information, materials and assistance outside Virginia, and a list of publishers of plays and theater material for children and youth.

WASHINGTON

Contact person Gina May, Supervisor, Visual and Performing Arts, Department of Public Instruction, Old Capitol Building, FG-11, Olympia, WA 98504

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required		K-12	K-12		

State law requires that music and art "be offered" K-12.

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Information not available.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

None

WEST VIRGINIA

Contact person Jeanne Moore, Coordinator, Music, West Virginia Department of Education, Charleston, WV 25305

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	option				
	State board policy requires that "at least one of the eight elective units shall be chosen from one of these special interest areas: applied arts, fine or performing arts, or second languages." Fine or performing arts includes art, music, drama, and dance.				
Courses required for all students		K-8	K-8		
	State board requires "Classroom/General Music" for students K-8. Band, orchestra, or chorus may substitute in grades 7 and 8 but students should be encouraged to participate in classroom/general music as well.				
Elective offering required		5-12	9-12		
	State board requires that elective music and art are available to students.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	425			
Theater				
Dance				
Music	853			
Instrumental	390*			
Vocal	293*			
General	568*			

* These figures do not add to 853 because some teachers have assignments in more than one area.

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Learning Outcomes for Classroom/General Music: Early Childhood Education, Middle Childhood Education (1983)

A six-column format presents concepts, learning outcomes, learning objectives for each level K-8 and space to write teaching strategies, media/resources, and evaluation techniques. Concepts include subdivisions in melody, harmony/texture, form, rhythm, tempo, dynamics, and timbre.

Learning Outcomes for Choral Music: Middle Childhood Education, Adolescent Education (1983)

In the same format and containing the same concept areas as the classroom/general music outcomes, seven levels are presented. The first three are for middle childhood (grades 5-8) and the last four are for adolescent education (grades 9-12).

Learning Outcomes for Instrumental Music--Winds and Percussion: Middle Childhood Education, Adolescent Education (1983)

In the same format and containing the same concept areas as the classroom/general music outcomes, eight levels are presented. The first four are for middle childhood (grades 5-8) and the last four are for adolescent education (grades 9-12).

Learning Outcomes for Instrumental Music--Strings: Early Childhood Education, Middle Childhood Education, Adolescent Education (1983)

In the same format and containing the same concept areas as the classroom/general music outcomes, nine levels are presented. The first level is for early childhood (grade 4), the next four are for middle childhood (grades 5-8), and the last four are for adolescent education (grades 9-12).

Art

Learning Outcomes for Art: Early Childhood Education, Middle Childhood Education, Adolescent Education (1983)

In the same format as the classroom/general music outcomes, nine separate charts are presented; one for each grade K-8 with the final chart combining 9-12. Concepts include line, color, texture, space, shape, form, scale, proportion, rhythm, balance, unity, variety, and dominance. Basic goals, rationale, and guidelines for assessment are also included.

WISCONSIN

Contact person Eunice Bethke, Chief, Curriculum Development Section, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students		K-6	K-6		
	State law and state board policy require all students be provided with instruction in music and art.				
Elective offering required		7-12	7-12		
	Instruction in music and art shall be available to all students in grades 7-12 and shall be taught be a teacher certified in that area.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	1,485			
Theater				
Dance				
Music				
Instrumental	1,143			
Vocal	1,146			
General	288			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

Type	Title and description
Music	Music Curriculum Guide K-12 (currently being revised)
	The two major sections are "Recommendations to Administrators" and "Music Instruction Program." The music instruction program section includes recommendations for objectives, content, evaluation, and materials.
Art	A Conceptual Approach to Art Curriculum Planning--Guidelines Grades K-12 (currently being revised)
	The major sections of this document cover generalizations and concepts, motivational sources, creating works of art, viewing aesthetics, and evaluation in art. Each section has four levels: K-3, 4-6, 7-8, and 9-12.
	Organizing the Environment for Art Instruction: Grades K-12
	Designed to aid in developing local art programs, the document contains sections on time, scheduling, and staffing for art instruction; professional qualifications of art educators; administrative roles and responsibilities; supervision of art; instruction of art; budgeting and finance; and planning facilities for art instruction.
Dance	Dance: Creative/Rhythmic Movement Education--A Conceptual Approach for K-12 Curriculum Development
	Encompassing all the major aspects of dance education, this is based on experiential and conceptual learning. Sections cover curriculum structure, content, planning and instruction; administrative implementation; and instructional resources.

WYOMING

Contact person	Anna M. Kitchener, Elementary Education Consultant, Department of Education, Hathaway Building, Cheyenne, WY 82002

STATE REQUIREMENTS

State standards	The arts	Music	Art	Theater	Dance
High school graduation	No				
Courses required for all students	No				
Elective offering required	K-12 State law requires music to be offered for schools to qualify as an accredited school.				

NUMBER OF ARTS SPECIALISTS IN ELEMENTARY AND SECONDARY SCHOOLS

Discipline	Total	Elementary	Middle	Secondary
Art	217			
Theater	3			
Dance				
Music	396			

STATE GOALS AND OBJECTIVES OR CURRICULUM GUIDELINES FOR THE ARTS

None

Teacher Counts State by State

Table 2. Number of teachers employed by public school systems by school level: United States, Fall 1983

State	Teachers			
	Total	Elementary	Secondary	Ungraded
Total 50 states and the District of Columbia	2,125,443	1,082,136	885,064	158,243
Alabama	35,619	18,534	14,865	2,220
Alaska	5,747	3,400	2,059	288
Arizona	26,268	18,877	7,391	0
Arkansas	23,696	11,385	11,856	455
California	174,290	102,865	71,425	0
Colorado	28,421	16,051	12,370	0
Connecticut	32,317	11,490	15,987	4,840
Delaware	5,429	2,461	2,968	0
District of Columbia	5,569	2,953	2,206	410
Florida	85,828	40,574	34,966	9,488
Georgia	56,491	29,564	19,578	7,349
Hawaii	7,007	3,809	2,981	217
Idaho	9,847	4,618	4,352	877
Illinois	102,130	56,697	29,846	15,587
Indiana	50,509	22,324	23,643	4,542
Iowa	31,779	14,977	16,156	646
Kansas	26,096	12,911	10,602	2,583
Kentucky	32,458	21,061	11,397	0
Louisiana	42,179	27,168	15,011	0
Maine	13,492	7,554	5,880	58
Maryland	37,275	15,071	19,156	3,048
Massachusetts	56,873	17,856	32,703	6,314
Michigan	79,982	42,515	18,778	18,689
Minnesota	39,392	18,635	20,757	0
Mississippi	24,955	13,528	11,427	0
Missouri	46,761	23,371	22,847	543
Montana	9,479	6,419	3,060	0
Nebraska	17,548	9,321	8,227	0
Nevada	7,366	3,375	3,134	857
New Hampshire	9,821	4,796	5,025	0
New Jersey	73,593	37,038	29,099	7,456
New Mexico	14,532	6,152	6,349	2,031
New York	145,647	64,836	60,573	20,238
North Carolina	55,126	34,981	19,352	793
North Dakota	7,067	4,474	2,593	0
Ohio	96,927	51,517	45,410	0
Oklahoma	34,999	15,980	15,528	3,491
Oregon	24,409	13,112	10,510	787
Pennsylvania	102,207	43,897	48,313	9,997
Rhode Island	8,848	3,867	3,953	1,028
South Carolina	32,323	20,461	11,862	0
South Dakota	8,042	5,354	2,688	0
Tennessee	39,409	24,713	14,696	0
Texas	170,629	75,431	75,996	19,202
Utah	15,650	8,313	5,558	1,779
Vermont	6,242	2,794	3,378	70
Virginia	56,388	31,745	24,200	443
Washington	34,757	17,098	15,353	2,306
West Virginia	22,503	10,965	8,445	3,093
Wisconsin	45,311	21,140	18,470	5,701
Wyoming	7,010	4,108	2,085	817

SOURCE: Unpublished tables by National Center for Education Statistics, 1985

Table 3. Number of arts specialists in elementary and secondary schools by state as reported by state education agencies

State	Teachers			
	Art	Theater	Dance	Music
Total 50 states and the District of Columbia	NA	NA	NA	NA
Alabama	221	NA	NA	865
Alaska	NA	NA	NA	NA
Arizona	1,264	148	NA	1,616
Arkansas	400[a]	NA	NA	800[a]
California	2,340[b]	417[b]	132[b]	2,595[b]
Colorado	NA	NA	NA	NA
Connecticut	1,026	NA	NA	1,202[c]
Delaware	123	NA	NA	170
District of Columbia	97	6	4	165
Florida	3,000	417	NA	5,490
Georgia	NA	NA	NA	NA
Hawaii	NA	NA	NA	NA
Idaho	193	78	5	339
Illinois	1,944	87	NA	3,455
Indiana	1,732	534	NA	2,280
Iowa	1,161	225	NA	2,237
Kansas	661	NA	NA	1,512
Kentucky	600[a]	NA	NA	100[a]
Louisiana	850	NA	NA	1,343
Maine	325	NA	NA	479
Maryland	1,004[a]	NA	NA	836[a]
Massachusetts	1,338	36[d]	5[d]	1,507
Michigan	1,911	NA	8	2,618
Minnesota	744	26	NA	1,850
Mississippi	NA	NA	NA	NA
Missouri	NA	NA	NA	NA
Montana	268	(54)[e]	NA[e]	588
Nebraska	585	90	NA	1,193
Nevada	NA	NA	NA	NA
New Hampshire	277	4	NA	371
New Jersey	NA	NA	NA	NA
New Mexico	NA	NA	NA	NA
New York	NA	NA	NA	NA
North Carolina	789	306	21	1,498
North Dakota	186	38	2	689
Ohio	2,500[a]	NA	NA	3,750[a]
Oklahoma	1,082	190	NA	2,302
Oregon	393	48	6	1,061
Pennsylvania	1,623	29	NA	3,349
Rhode Island	221[b]	19[b]	7[b]	220[b]
South Carolina	709[f]	65	NA	1,169[f]
South Dakota	NA	NA	NA	NA
Tennessee	300[a]	NA	NA	1,400[a]
Texas	(5,542)[g]	NA[g]	NA[g]	NA[g]
Utah	244	60	37	379
Vermont	222	NA	NA	272
Virginia	1,089	NA	NA	1,734
Washington	NA	NA	NA	NA
West Virginia	425	NA	NA	853
Wisconsin	1 485	NA	NA	2,577
Wyoming	217	3	NA	396

Note: Care should be taken in the interpretation of NA (not available) when it appears in Table 3. NA should not be interpreted as necessarily indicating inadequate staffing of programs but representing the difficulty many states had in supplying the number of teachers in the arts. This was especially true for dance and theater because dance is often taught by physical education teachers and theater is often taught by English teachers.

The information in Table 3 was collected directly from individual state education agencies in the 50 states and the District of Columbia. In most cases the information was supplied by state music supervisors or consultants. In some cases, an art or humanities consultant supplied the information. (See individual state information for title of contact person.) The figures given represent the most current available from each state. Though the school year represented may vary from state to state, the figures are representative of the present teacher counts in each state.

a. Approximate count
b. Full-time equivalent teacher count
c. 1,148 full-time equivalent teachers
d. Represents new types of certificates. Drama is usually taught by English teachers, dance by physical education teachers.
e. Theater and dance combined
f. Includes counts for elementary teachers based on state mandate of 1 specialist per 800 students
g. All fine arts combined

SOURCE: MENC Information Service, 1985

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